

翻转课堂结合 OSCE 教学方法在口腔本科生教学中的应用

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【摘要】 目的 探讨翻转课堂结合客观结构化临床考试(OSCE)培训及考核系统运用于口腔医学教学的可行性。方法 选择新疆医科大学口腔医学院2012级本科生,随机分为2组,试验组(28人)进行翻转课堂教学结合OSCE培训及考核,对照组(25人)进行传统教学,比较2组的教学效果。结果 从OSCE考核实践成绩来看:试验组(85.39±7.60)分,对照组(80.60±11.64)分,试验组成绩优于对照组, $P<0.05$;从2组笔试理论成绩来看:试验组(84.11±5.88)分,对照组(85.80±7.76)分,差异无统计学意义($P>0.05$)。结论 口腔专业教学中通过翻转课堂结合OSCE系统有益于提高学生学习的自主性,显示良好的教学效果,值得进一步推广。

【关键词】 翻转课堂 客观结构化临床考试 口腔医学 教学

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Application of the Flipped Class-room and objective structured clinical examination in teaching and training for stomatology undergraduates

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【Abstract】 objective To explore the feasibility of applying the Flipped Class-room and objective structured clinical examination(OSCE) in teaching and training for stomatology undergraduates. **Methods** We introduced the Flipped Class-room and OSCE into 2012 level of stomatology undergraduates in Xinjiang Medical University, and they were randomly divided into two groups. The experimental group ($n=28$) was trained by the flipped class-room combined with the OSCE system, compared with the traditional teaching group ($n=25$). **Results** The OSCE test scores from the experimental group were better than the control group ($P<0.05$). There was no statistically significant difference between two groups in written test results ($P>0.05$). **Conclusion** The combination of the OSCE with the flipped class-room into oral professional teaching system is beneficial to improve the learning autonomy of medical students, suggesting a good teaching effect, and it is worthy of further promotion.

【Key words】 The Flipped Class-room Objective structured Clinical examination stomatology Education

翻转课堂也称颠倒课堂(The Flipped Class-room)。通过知识传授和知识内化的颠倒安排,课前学生通过网络平台进行自学,课堂上教师为学

生解疑答惑,课后再进行课程总结,其改变了传统教学模式并对课堂时间进行了重新的规划。随着翻转课堂在医学教育中的广泛试用,原来课堂讲授的内容通过技术手段“翻转”为课前的学习内容,而课堂上教师有针对性地对学生反馈的问

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